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ABSTRACT

Teacher education programs rarely help teachers develop those attitudes and skills that will enable them to identify and speak out for that which they know and value. This research reports on a preservice program based on the assumption that by systematically requiring teachers both to reflect on their own practice and to seek out and respond to the reflections of other teachers, teacher education programs can help teachers develop their own professional voice and that of their colleagues. This paper describes the evolution of the researcher's own voice and the theoretical considerations from which the research emerges. These considerations relate to the social context of teaching--the structure of the school, the culture of teachers, and the concept of teaching as gendered labor. In addition, the paper discusses a preservice curriculum designed and implemented in response to the perceived need for teacher education programs to help teachers develop a professional voice and the methodology through which the response to this curriculum was studied. The data indicate that the development of a teachers' voice can be enhanced by appropriate teacher education curriculum and methodology. Implications for teacher education are discussed. Thirty-one references are listed. (IAH)

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CRITICAL ISSUES IN THE CURRIUCULUM OF TEACHER EDUCATION PROGRAMS

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CRITICAL ISSUES IN THE CURRIUCULUM OF TEACHER EDUCATION PROGRAMS

Today, the literature of educational reform calls for the development of reflective teaching and the sounding of the teachers' voice (Holmes Report,1986; Greene,1988; Schubert,1990; Gitlin,1990). It is said, and justly so, that teachers have great insights into the teaching process. Teacher education programs, while publicly endorsing this position, tend to give it little heed in their curriculum and practice. Rarely do teacher education programs cultivate the practice of teachers using other teachers as resources. Rarely do teacher education programs teach preservice students to listen to and to respect the teachers' voice. Rarely do teacher education programs address the reality that many teachers are women who have been socialized to a role of "silent service." As a result, although teacher education programs may urge teachers to develop a "voice," they do not teach them how to do so. In essence, teacher education programs rarely help teachers to develop those attitudes and skills that will enable them to identify and to speak out for that which they know and value.

This research reports on a program that acknowledges and seeks to address these needs. The program is based on the assumption that by systematically requiring teachers both to reflect on their own practice and to seek out and respond to the reflections of other teachers, teacher education programs can help teachers to develop their own professional voice and that of their colleagues.

This paper is divided into four sections. To provide a personal context for the discussion, section one will describe the evolution of the researcher's own voice, exploring those experiences that provided insight and shaped her approach to the practice of teacher education. To provide a more scholarly context, section two will discuss the theoretical considerations from which this research emerges: literature of the social context of teaching - the structure of the school, the culture of teachers, and the concept of teaching as gendered labor. Section three will discuss a preservice curriculum designed and implemented in response to the perceived need for teacher education programs to help teachers develop a professional voice and the methodology through which the the response to this curriculum was studied. Section four will discuss conclusions of the study and suggest possible implications for teacher education.

The Researcher's Voice

I was an alternative entry teacher of the sixties. Twelve credits in foundations of education taken over the course of six weeks during the summer of 1968 paved my passage into the classroom. My methods course (singular) was in secondary social studies. When I found myself placed as the head teacher in a class of six-year old emotionally disturbed boys, I had little but my own biography and my colleagues to use as resources. Totally unprepared for the charge I had been given, I had no choice but to seek the counsel of the teachers with whom I worked. Perhaps, because it was such a novelty to have someone consider them as experts, bombard them with questions, and ask to observe in their classrooms, they welcomed me and freely shared their insights. I quickly learned how much knowledge and wisdom there was in the teachers' voice.

I was doubly fortunate, for not only did I work with teachers who were collaborative and collegial long before the terms were commonplace in educational circles, but I came from a family where children's voices were listened to with respect. I had had no professional experiences with young children; I could draw only on my personal experiences. Consequently, it never occurred to me that I had any choice but to listen to students just as my parents had listened to me. My naive practice stood me in good stead. I learned that when asked, the children with whom I worked, young as they were, were sources for valuable information about their knowledge and their needs. I discovered that when I held my own ideas, hypotheses, suppositions in abeyance, asking and listening respectfully to their responses, I could learn things that were not found in the research. When I, then, approached books and journals, armed with the information the children had shared, I was able to shape their insights into more effective diagnoses and programs.

I found that this merging of research and practice had an unanticipated effect upon the dynamics of my classroom. The more I talked with and listened to the children, the more they were able to share, and the better I was able to hear and to understand. I learned, however, that this was not an automatic process. I needed to create an environment of trust. I needed to help my students to develop metacognitive awareness and communication skills. I needed to show them that what they had to say was relevant. If not, the children would go about their classroom work in a more or less successful way, saving their words for their peers on the playground. Some might act out their dissatisfaction by becoming classroom behavior problems; most, unquestioningly, would accept things as they were, viewing their failure to thrive as consistent with the self-

images they held. Few of the children I taught had any independent awareness that they could or should have a voice in what went on in the classroom.

Years went by, I left the classroom, and, ultimately, decided to return to school to gain the knowledge and credentials necessary for working with teachers on an ongoing basis. To my surprise, I found myself in a situation similar to that of my first days in teaching. As the teacher shortage of the sixties had hurdled me precipitously into a classroom of young children with little but personal biography and the insights of colleagues to guide my course, so the supervisor shortage of the eighties found me guiding and advising preservice teachers with a comparable set of resources. To my surprise, I found my relationships with my preservice teachers and their co-operating teachers similar in many ways to those I had had with my younger students. My work could only be effective when the teachers with whom I worked shared their insights with me and with each other. Success was contingent upon the sounding of voices.

I found, however, that mine was an atypical approach to teacher education. Overwhelmed by the enormous responsibility for graduating teachers thoroughly versed in curriculum, methodology, psychology, and educational theory, most teacher educators have little time for listening to the teachers with whom they work. Daunted by the absence of audience, teachers are unable to develop the confidence and skills necessary to enable their voice to sound out in a meaningful way. Like the children I once taught, teachers feel as if they are not invited to participate in the great conversation of what education can and should be. They go about their classroom practice in a more or less successful way, saving their

words for their colleagues in the teachers' room, or grumbling under their breath about the system.

In order to be responsive to the reform reports, teacher education programs need to make teachers active participants in their own education, helping them to discover and develop their own voice and that of their colleagues. It is not that the components of the standard teacher education curriculum are not important; it is rather that they are not enough. If teachers are to interpret and shape curriculum, methodology, psychology, and educational theory rather than merely "banking" (Freire, 1984) the existent knowledge base, they must first believe that they have a voice and an audience.

Theoretical Considerations

The Structure of the School

Traditional education seeks to preserve the dominant culture. Through schools, idealized values and mores are passed from generation to generation (Freire,1984). A top-down hierarchical structure of schools facilitates the implementation of these goals. Authority and knowledge are perceived as one and the same. Those who stand closest to the top of the hierarchy are perceived as having greatest knowledge of what constitutes effective education. According to this paradigm, the voice of a school district rests with the superintendent and the principals, the top members of the hierarchy. Should they need additional insight for their decisions, they turn to the latest research and high paid consultants from the university or business.

Today, the educational community espouses collaborative decision-making (Darling-Hammond and Berry,1988; Lieberman,1989). Teachers and

students sit on committees and are asked to share their insights. Their representation is, however, often minimal; their contributions may be encouraged but are rarely acted upon. The structures of authoritarianism have been replaced by illusions of teamsmanship, but the captain still shapes the team. The old ways die hard. In most schools, the teacher's voice truly exerts influence only in his or her classroom. Administrators make policy; teachers instruct.

Current educational research often unwittingly contributes to the perpetuation of these hierarchical structures. Despite the overt intention of much contemporary research to explore teacher knowledge and to empower teachers, the ways in which most educational research is structured "silences those studied, ignores their personal knowledge, and strengthens the assumption that researchers are the producers of knowledge" (Gitlin,1990, p.444). Even those ethnographic studies that search for the teachers' voice generally leave the responsibility of interpreting data to the researcher. When school boards and administrators turn to this research, it is to the voice of the researchers rather than the voice of the teachers that they actually listen. In effect, the research diminishes the very voices it seeks to raise. Teachers, once again assume a subordinate role in the articulation and definition of classroom practice (Gitlin,1990).

The American tendency to turn to corporate leaders for guidance in policy and practice in the structuring of schools has further institutionalized the hierarchy of the schools. Teachers' places and, hence, teachers' voices , like those of the industrial labor pool, have always been on the lower rungs of this hierarchy. In the early days, a transient teacher population made it necessary, in the eyes of educational

leaders, to provide a means for continuity of instruction in the schools. Standardized curriculum and teacher-proof materials became the educational counterpart of interchangeable parts. Teachers were merely the agents of implementation; their role was not to question or evaluate (Tyack,1974; Apple,1985). Although much has changed in the job description of the teacher in recent years, the old perceptions linger on. These affect the ways in which teachers perceive themselves and, consequently, they affect the roles teachers actually assume. It is expected that the teachers' voice will be politically correct, an echo of administrative policy rather than a statement of personal and professional insight.

The Culture of Teachers

Teachers, particularly elementary school teachers, are often seen as intuitive rather than intellectual beings. Until very recently, there has been little research providing a knowledge base for classroom practice; there has been little documentation of how and why intuition worked. As long as the teachers' practice and, hence, the teachers' voice were perceived as coming from the heart rather than from the head, it could not always be articulated or shared. This created a form of mystique, empowering certain teachers with almost magical powers, but doing little to contribute to the professionalism of teaching as a career.

The hectic pace and the isolation of the teachers' world minimizes the development of voice. Time spent with children is totally demanding; it provides little time for systematic reflection on practice. Working alone in compartmentalized buildings, most teachers have little time to observe the practice of their colleagues. The scant opportunity for

communication and collaboration makes it difficult to develop a personal or a collective professional voice (Sarason, 1982). The norm of being left to oneself to struggle with professional problems is often transformed into a myth supporting the glory of individual perseverance. Those teachers who publicly reflect on problems in their classrooms or the needs of their children are often perceived as less capable than their silent peers. In reality, the sounding of the teachers' voice is often equated by administrators and, in many cases by parents, with incompetence or troublemaking.

The real and perceived academic preparation of teachers is an additional factor in the absence of the teachers' voice. The low regard with which schools of education are regarded is well-documented (Judge,1982). In fact, many teachers do come from the lower quadrants of their graduating class in terms of academic standing. Teacher educators often take this situation as a given, expecting little from and giving little to their students (Lanier and Little, 1986). This becomes a self-fulfilling prophecy. As a result, many teachers enter the classroom with limited skills and limited self-esteem. Not having been treated as individuals in pursuit of professional training throughout their college years, many are poorly equipped to develop a professional voice as classroom leaders.

Teaching as Gendered Labor

Most teachers are women. They bring to their work those attitudes and expectations they have learned at home, at school, and in the community. In our society, gender traits tend to be polarized. Masculinity is associated with independence, goal-setting, self-assertion, and critical thought. Feminity is associated with nurturance, intuition, dependence,

and compliance. Development of a teachers' voice constitutes a challenge to the traditional procedures in the educational world. Voice has always been considered a masculine perogative in this country. With the development of the women's movement and access to traditionally male-dominated careers, many ,women are developing professional and even personal voices. However, for women who choose to teach, to do "women's work" in a "women's world" (Apple,1985,86) the achievement of voice is a very knotty task.

In their struggles to be and to be perceived as professionals, women teachers carry a burden that is not shared by those who seek careers in less traditional fields. The nineteenth century vision of teaching as an extension of domestic work influences the form and content of the educational world. Day after day, a Greek chorus of unarticulated messages reminds women of traditional gender expectations. In many schools, the male administrator assumes the role of the *pater familias* - giving directions, dealing with serious discipline problems, setting policy. Male teachers are looked at by parents, administrators, and even teachers as more desirable, more capable, and more effective than women. In the classroom, boys are expected to be louder, more complex; girls are expected to be agreeable (Jones,1989). The curriculum reinforces a hierarchical perception of knowledge while many texts overtly and covertly reinforce traditional gender roles.

The pervasiveness of these old familiar messages encourages teachers to respond in the gender specific ways they were taught as children (Miller, 1987). The development of voice within this environment involves moving against the beat. To develop voice, teachers must seek to develop leadership, assertiveness, and criticial thought. They must learn

to deviate from traditional gender roles within the very context that shaped these roles (Weiler,1988). If they are to be successful, they must become cognizant of these dynamics and actively learn a new and different repertoire of skills and behaviors.

Even in those schools where change seems to have occurred, the change is frequently superficial. Teachers may be encouraged or even expected to share in the making of decisions regarding curriculum, instruction, and other policy-related issues, but they are expected to assume these responsibilities in addition to their traditional responsibilities (Zeichner,1991). They are not given the time, the resources, or the training they need to make their new role successful (Zeichner,1991; Aisenberg & Harrington,1988).

The reality of giving teachers a Herculean list of responsibilities in the name of empowerment parallels the reality of contemporary women's role in the home. While over 80% of American families are currently two-career families, most women continue to carry out traditional gender responsibilities in addition to their career responsibilities (Gregg,1986; Spencer,1986). Women, long socialized to compliance, rarely are able to sound a personal or professional voice that articulates their strengths, speaks to their needs and truly redefines their roles in schools or in society-at-large. Superwoman must become "Super-teacher" in a school that implements shared decision-making without redefining the teacher's role. The frustration and fatigue that accompany these new roles frequently leads to stress and even to failed accomplishments (Zeichner,1991). Unaware that in many ways, the system has made this failure and frustration inevitable (Aisenberg & Harrington,1987), women blame themselves. The latent expectation that teachers, especially women

teachers, function most effectively when they carry out the policy of others is inappropriately reinforced. Efforts at reform appear to be counter to natural law (Foucault in Popkewitz,1987). If meaningful change ever is to occur, teacher education programs must address these realities.

A Curriculum for the Development of Professional Voice

Motivated by an awareness that the teachers' voice is a vital component both of reflective practice and effective educational reform (Schon,1983,87; Holmes Group,1986), and a personal belief that voice, like other cognitive and social skills, can be developed through systematic teaching, we began to develop a teacher education curriculum designed to facilitate the development of the teachers' voice. Our goals for this curriculum were that preservice teachers would develop their own voice and the voices of those with whom they work in the following ways:

1) Preservice teachers would demonstrate an awareness of the links between reflective teaching and the teachers' voice.

2) Preservice teachers would develop the ability to listen to and collaborate with their colleagues.

3) Preservice teachers would develop attitudes and skills enabling them to seek out and listen to the voices of experienced teachers .

4) Preservice teachers would develop an awareness of the wealth of professional expertise existing within the school setting.

5) Preservice teachers would develop a mindset for reading research findings, questioning them, and discussing them with their colleagues rather than accepting or rejecting them a priori.

Methodology

In order to determine the effectiveness of this curriculum, we turned to qualitative research, research that would allow us to focus on the process of personal and interpersonal dynamics as well as on outcomes. Our teacher education program is part of a small liberal arts college in suburban New York City. For the purpose of this study, we focused on three cohorts of graduate students seeking masters degrees in education. Each cohort numbered between seven and twelve preservice teachers.

A variety of data-generating instruments were used to ascertain the value of curriculum innovations. Journals were kept on an on-going basis both by students and the researcher. Classroom presentations, discussions, and reflection papers provided anecdotal data documenting the development of attitudes and skills related to recognition and development of the teacher's voice. Tapes and transcripts of selected activities provided further documentation of developing attitudes and skills. Classroom discussions and individual conferences, and informal dialogue provided opportunities for clarification and extended researcher perceptions. These diverse instruments permitted examination of attitudes and skills from diverse perspectives and served as a means of triangulating data.

Curriculum Innovations

The program of teacher education with which we worked was grounded in a Deweyan perspective. Many structures with the potential to foster reflective teaching and develop voice were already in place when we joined the program These included the following:

*Unlike many teacher education programs, students were not assigned student teaching placements arbitrarily but were given an opportunity to be partners in the placement process.

*Weekly seminars were conducted throughout the the student teaching experience. In these seminars, college supervisors met with the four to eight student teachers they advised. Emergent issues and concerns were used as a vehicle for teaching and reinforcing instructional strategies, classroom management techniques, and the many other issues related to good teaching. Individual reflection and peer input were used as a means of fostering professional growth and development.

*Students were required to keep dialogue journals reflecting on their own classroom practice.

In seeking to shape a curriculum targeting the development of the teachers' voice, we sought to preserve these aspects of the program, to focus them more intensely, and to add additional program components specifically designed to develop those attitudes and skills we perceived to be related to the sounding of voice (Schon,1984,87). The first step was to create an awareness among our students of what we were doing and why we were doing it. Without an articulated statement of the purpose behind our methods, many students were unable to discern their relevance to professional development. They were pleased with the models of shared decision making and learning that we employed in our placement process and in our student teaching seminars. However, they did not make the connections between our practice and the roles they would play in the schools. They did not recognize why we chose to make them partners in their own learning, why we felt it essential that they be able to express themselves articulately, why we encouraged them not to accept easy

explanations but, instead, to recognize and grapple with the complexity of the classroom world. To meet our goals, we needed to clarify our own practices and to make teachers conscious partners in their own professional development. We needed to link our own practice to theory and to share these links with our students.

Since few preservice teachers understood what was meant by the teachers' voice or why it was important, few saw journal writing as relevant to their professional development. Among those who did acknowledge the relevance of the teachers' voice to issues of empowerment, many interpreted voice to mean simply the citing of personal experiences and the expressing of opinions. They did not understand the relationship between reflective journal writing and reflective teaching. Consequently, many journals resembled schedules rather than reflective writing. Preservice teachers described their experiences, but failed to probe the significance of these experiences and seek out implications for their practice. Rarely did they link current experiences to past ones. Even more rarely did they make connections between these experiences and the literature they read throughout their course of study.

Once again, we, as teacher educators, needed to be very clear about our goals and expectations. We needed to scaffold the process of reflective journal writing. Rather than making the assumption that all preservice, teachers knew how to reflect on their practice, we needed to elicit the metacognitive skills and foster the attitudes that would lead to reflective journal writing and, ultimately, to the development of voice. We pointed out how reflective practice involves not only thinking back on one's own thoughts and actions but actually connecting these thoughts and

actions both to actual classroom practice and to theory. We encouraged them to write in- class journal samples, then shared and discussed them according to the models of writing process put forth by Lucy Calkins and Nancy Atwell. The approach proved to be successful. Our students found that they had things to say and colleagues who cared and responded to their ideas and feelings. They felt their ideas were validated; they felt freer to articulate and explore their experiences and opinions.

In addition to the above, we added an additional curriculum component that proved particularly effective in eliciting reflection and developing the beginnings of a teacher's voice. This component integrated the process of ethnographic interview with personal reflection and traditional research. Ethnographic interview is a questioning technique used in the field of anthropology to promote dialogue and to gain a greater understanding of the world views of others. It requires the interviewer to put aside personal assumptions in the attempt to learn from others, the interviewees. The ethnographic interview, like the traditional interview, begins with questions and responses. However, the course of the procedure is quite different. Rather than accepting the interviewee's responses at face value and moving on to the next question, the interviewer clarifies responses and reformulates questions to insure that mutual understanding is achieved. Interviewer and interviewee work as a team, learning from each other as they negotiate meaning (Spradley, 1979, Mishler,1986,91).

We instructed preservice students working in small groups to choose a topic related to professional issues of concern to them, to research the topic through traditional library research, and to extend their understandings of this topic by conducting open-ended interviews with

students and experienced teachers in the field. These interviews were designed to elicit the insights of teachers on the research topic. Before embarking on the actual project, preservice teachers were trained in the process of conducting interviews through through a variety of methods including role play and critique of pilot interviews. To culminate the project, preservice teachers were required to write reflection papers relating information gained through interviews both to research findings and to their own experience, and to share their insights with their colleagues through presentations in college seminars.

We found that when preservice teachers are taught to conduct ethnographic interviews with other teachers, they begin to identify and internalize many of the attitudes and skills that are essential to a professional voice. In order to conduct effective interviews, they need to clarify what they wish to know. This involves reflecting on their own philosophy and practice as well as developing a beginning knowledge base of information derived from professional literature. The interview process, itself, encourages the interviewee to reflect on his or her own practice. Participants generally emerge from the interview with new understandings and new respect for teachers and the process of teaching. New teachers feel less isolated as they come to see that there are those who can serve as resources for them within the school. These outcomes are documented in the reflections of participating preservice students:

The interviewer should have as much background information as possible regarding the subject and should carefully prepare his questions, BUT he must be flexible when things do not go as expected.

I now know that information is out there. All you have to do is ask

for it. (Sam, 1989)

> The research side of this project was the most straight forward. Planning the group presentation and conducting the interviews was more difficult. By working with all of these tasks, I learned more about myself and some of the stumbling blocks I will face when I become a teacher. (Alice, 1991)

Interviews conducted in conjunction with traditional research formalized the process of gathering information from experienced teachers and, thereby, validated insights derived from classroom practice.

> After the completion of this project, I feel that my eyes have been opened to new possibilities. I am constantly picking up information from experienced teachers in an informal manner, but formal interviewing tied it all together and gave it a new meaning. (Sally, 1988)

> If I previously thought it, I now firmly believe that teaching is a profession comprised of professionals. As a professional, you must respect those you work with, be flexible, accept their differences and grow with them. (Shelley,1991)

The experience of integrating research, interviews, and formal presentations enabled preservice teachers to gain a new perspective on the complexity of classroom practice. They constructed this perspective through their own active participation in the process of learning. They were given suggestions but not told what topic they should choose, what research they should consult, what questions they should ask. The projects emerged from their own concerns and interests, and were relevant to their backgrounds and needs. As a result, the data indicates that participants developed a more fully integrated schema for the role of teacher as facilitator.

> Through the interviews I conducted, the research I performed, and the class presentation our group prepared, I was able to perceive the role of the teacher as that of guiding the students

and yet stepping back to allow the students the flexibility to explore and participate ...by themselves. (Carol,1991)

Conclusion

The data indicates that the development of a teachers' voice can be enhanced by appropriate teacher education curriculum and methodology. The journals of those preservice students in our study documented a growing ability to engage in reflective teaching. Writers began to ask more probing questions, to look to a variety of sources to improve their practice, to demonstrate a growing awareness of the complexities of classroom life. Preservice teachers wrote in their journals with increasing candor. As a result new opportunities for dialogue ensued. In some cases, the dialogue took place within the journals as faculty members and preservice teachers reacted to each other's responses on an ongoing basis. In other cases, dialogue emerging from journal concerns occurred within seminars, scheduled conferences, or informal conversations. As this occurred, preservice teachers began to shape a professional voice.

Seminar discussions documented a similar process. Participation in discussion became more universal over the course of the year. As this happened, more perspectives were available for discussion, and the form and content of seminar discussions became increasingly complex. Preservice teachers began to look to each other as resources, to use faculty members as one source of information among many.

The process of implementing these curriculum components in a manner that truly fostered the development of the teachers' voice was not an easy one. Educated in a culture in which knowledge is generally viewed

in a hierarchical fashion, most preservice teachers entered their graduate study with the belief that research and professorial input would give them what they needed to know to become effective teachers. They were not prepared to look to themselves and to their peers as active participants in the problem solving process. The process was equally difficult for faculty members. They often had difficulty enacting the role of facilitator. Torn between their conscious belief in a constructivist vision of education and the deeply- ingrained values of the hierarchical culture in which they too had been educated, their tendencies were to give and to provide answers. It took tremendous effort to refrain from the traditional role of "the professor," to prepare and implement a curriculum wherein preservice teachers could have the opportunity to construct their own knowledge, and to develop the confidence and trust that the necessary outcomes would evolve.

The small group project integrating ethnographic interviews with traditional research contributed significantly to the ability of preservice teachers to develop and articulate their growing respect for the knowledge and insight offered by teachers in the field. However, preservice teachers did not eagerly embark upon this project. At first, they were confused by the open-endedness of the task. Dissatisfied with the suggested guidelines, they sought specific directions, a recipe that would enable them to produce a pleasing project. Working in small groups was not easy for them. They found that there were often significant differences in their perceptions of how to approach the task. Ultimately, they pulled on their past experience, their readings, and their own interests to shape a project that combined their own needs and interests with that of their colleagues, but the course was not an easy one.

Most preservice teachers were particularly anxious about the interview process. They were leery of imposing on teachers and somewhat skeptical as to what they would be able to tell them. Upon the conclusion of the project, their stance had changed. The interview experience had broken down barriers to communication. Preservice teachers found that they were eagerly received by their more experienced colleagues, and that these colleagues had a great deal of valuable information to share with them. They felt that they would be more prone to use colleagues as resources for their own teaching than they would have been before the interviews.

Preservice teachers found the interview experience had served as a catalyst for integrating concepts that had previously seemed abstract to them. They had begun their work by compartmentalizing "expert" information, colleagues' information, and their own opinions. Gradually, they began to merge these three areas; they made more and more connections. As they became aware of the complexity of the "Great Conversation" about quality in education, they, themselves, became eager to participate. They began to see the importance of a professional voice.

Interviews with children were included among the interviews for which each group was responsible. To preservice teachers, this assignment at first engendered even more anxiety than the interviews with teachers had generated. They voiced great doubt about the relevance of the assignment, their ability to find appropriate subjects, and the ability of subjects to communicate effectively. By the conclusion of the project, they fully recognized the importance of this component. The preservice teachers were amazed at how much children knew and how

much this knowledge could contribute to their ability to be effective teachers.

> The main thing I learned from this project is that teaching is not going to be easy. You have many people giving advice and, if you are not careful, the children will be left out of the circle. If we don't ask the students what they want, we will never really be able to teach them. I hope I always remember to ask my students for advice when I am teaching. (Alice, 1991)

> This project contributed immensely to my understanding of the role of the teacher. Not only did I learn first-hand through research, observations, and interviews - I also was afforded the opportunity to talk to the students themselves and find out what they like and dislike about their reading programs, and about their teachers. One student asked me if I was a teacher and said that I wasn't like some other teachers she had known. She said, "...You listen to me and ask me what I think. You don't act like you know everything. You make me feel that what I say is important." This is probably one of the most useful pieces of information I received - always listen to your students; really hear what they are saying; respect their opinions, even if you don't share them. An effective teacher is a resource of information, a facilitator, and encourager, and a partner in the learning process of the students. (Lois,1991)

The data indicates that a curriculum that encourages teachers to develop a professional voice also encourages teachers to help students to develop their voices. Relieved of the idea that there are recipes for effective teaching, preservice teachers come to recognize the myriad of resources that are available to them. In addition to insights available in the literature, they recognize the importance of their own perceptions, those of their colleagues, and those of their students. They begin to understand that all these resources are relevant to effective teaching and that they, as professionals, must take an active role in integrating and interpreting them within the context of the classroom. In so doing, they

begin to understand what voice is and the role it plays in their own development and that of the profession.

Implications for Teacher Education

The outcomes reported in this paper are not conclusive. However, it does appear that attitudes and skills fundamental to the development of professional voice can be developed when preservice programs of teacher education consciously address this need in their curriculum. First and foremost, teacher education programs need to recognize that the development of voice is not consonant with the traditional perception of the role of the teacher. It is at variance with the gender traits to which those teachers who are women have been socialized, and it is at variance with the expectations held for most teachers in the traditional structures of the school. If this is to change, teachers must be systematically taught the attitudes and skills that are essential to the sounding of voice.

Teacher education programs need to make the implicit explicit. Introducing such practices as journal writing and small group projects into programs of teacher education is not enough to nurture the development of those attitudes and skills relevant to the development of voice. It is important to articulate the goals underlying curriculum components and to model the desired process in detail. Teacher education programs must help teachers to develop a schema that enables them to understand the importance of reflective teaching and the sounding of voice, a schema that enables them to feel invited and able to participate in the "Great Conversation" of educational reform.

If teacher education programs believe that the teachers' voice is as important as the researchers' voice, they must incorporate this voice into their curriculum in a systematic way. Opportunities must be provided for research and classroom insights to be considered conjointly. The data affirms Schon's (1984,87) position that active and interactive experiences contribute to the development of reflective teaching, self-awareness, and the development of empathy. In so doing, they contribute to the development of voice.

Finally, administrators of teacher education programs must recognize that the process of reflective teaching is difficult for faculty members as well as for preservice teachers. There is a need for teacher educators to examine their own practice on an ongoing basis, to provide support for each other, and to work together to develop pedagogical skills that will facilitate the achievement of their goals. As with classroom teachers, they need time and training to develop these skills. This needs to be considered along with the myriad of traditional responsibilities that fall within the domain of those who engage in the clinical training of teachers.

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